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ABSTRACT

This paper expresses points of view about what is needed to create a knowledge base for educational improvement. It argues that educators have failed to build a strong foundation for education's presumed cumulative effect. The paper assesses the claim that education constitutes a profession and discusses ways to improve the current educational system, with a focus on (1) improving educational structure by borrowing innovations from other professions; and on (2) improving the technical core of education by incorporating research results. The paper discuses the role of the education-administration professor in recognizing the importance of and using research outcomes to improve the technical core of education. Finally, the paper suggests that knowledge-base domains developed by the University Council for Educational Administration (UCEA) disregard the realities of educational problems, such as race, gender, social class, and the public perception of education. Appendices contain information on the practitioner as "professional other," Getzels' (1979) problem categories, a comparison of key elements for two primary social institutions, an example of using empirical results to improve education, and the American Association of School Administrators' statement of ethics. (Contains 27 references.) (LMI)

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If We're Rebuilding Education, Let's start with A FIRM FOUNDATION

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If We're Rebuilding Education,

Let's Start With a Firm Foundation. *

Notes for A Conversation. UCEA, 10/96. Louisville, KY

Introduction

Since about 1983 (*A Nation at Risk*) educators have been emphasizing the "R's ": Restructure, Redesign, Reinvent, Rebuild, ad nauseam. Educators have reviewed, revisited, and even researched. The present paper combines a few of these "R's" and expresses points of view on what is needed as a base for the called-for improvements in education.

When building something substantial or important, a person usually starts with a solid, firm, strong foundation. A classic example of architects, engineers, and builders not heeding this axiom can be found in the gravity-defying tower of Pisa. Some of education's critics believe that, if it has not already fallen over, education is as close or closer to reaching the tipping point than is the famous Leaning Tower!

Numerous issues are involved in educators' failures to build a strong foundation for education's presumed cumulative effects. Some of the concern revolves around the idea of "professional" and its relationship to the idea of "malpractice." Three of the issues are:

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1. Early education efforts are part of education's foundation. Those in charge of education improvement do not know the substantial research and knowledge base (KB) relating to early intervention, early childhood education, etc.

2. Those in charge of education decisions do know the research and KB but they do not use/apply it.

3. Those in charge do not work from a personal theory of practice that embodies a sense of improvement (using what is known), inquiring (finding problems and creative solutions), evaluating (answering the question "how are we doing in relation to what we should be doing?"--empirically testing the "is" against the normative "ought"), and growth (personally and professionally accepting challenges, taking risks, and advocating for doing right the right things).

Part of this conversation is related to the concept of educator as a professional and is intertwined with the current leadership literature, such as the rush to add "Ethics 101" to education administration preparation programs. (See Appendix A for ideas about educator as professional). As the standard for "professional" we mean such things as having a) a KB that the person applies beneficially to help solve "people" or client problems; b) a method of inquiry to access, assess, and advance the KB; c) standards (or licensure) for admission to the profession and requirements for renewal; d) a specialized language to bring precision to the field, and e) some regulations/standards and code of ethics to govern minimal levels of performance in the field. Perhaps the oldest code of ethics for professional conduct is medicine's Oath of Hippocrates (460-375 BC). [Some might think that the law of Hammurabi (ca 1955-1931 BC) may govern lawyers, but others prefer the Oath of Hypocrites as the ethical guideline.] Educators usually claim to be a profession of practice (similar to medicine) and thus ought to

embody at least points (a-e) in a generalized statement about professional ethics and behavior. (AASA has a "Statement of Ethics").

Primum non Nocere

The first principle in a client-oriented code of ethical behavior is "primum non nocere" which is liberally translated as "at the very least, do (the client) no harm." Thus, a professional's base is "if you can't help. at least don't cause any harm." Pretty safe, one would suppose. Well, how many educators work in school systems where pupils are routinely retained in grade? What are other examples of the conundrum [consider the main points in Glickman's (1991) article, "Pretending not to know what we know" as a quick starting place].

Besides Primum non Nocere?

Several other things call into question education's claim to be a profession. A knowledge base? A method of inquiry? If education had its own KB, why would educators rush to try to make education fit on the Procrustean bed of the KB of other fields? Many educators advocate "restructuring." Mitchell and Beach (1993) asked the key question, "If, restructuring is the answer, what is the problem?"(p. 266). the lively qualitative/quantitative debate leaves unsettled just what is education's method of inquiry. [Achilles (1994) has suggested that it might be Q^2 or "Qualiquantitative."] The struggle over standards/licensure shows that at least educators (or some educator groups) are searching for professional status. But, there are bunches of these "standards," such as NCATE's "Curriculum Guidelines for Educational Leadership," the CCSSO's "Interstate School Leaders Licensure Consortium (ISLLC) Standards, the AASA's General Professional Standards (Hoyle, Glass, & Oates, 1990). (ETC.).

The Struggle for Personal Theory

In a profession, the thoughtful and scholar-practitioners advance the field through the development and testing of theories of practice that guide their work. In this process there is constant tension between the empirical (what is) and the normative (what should be). The notion of "professional" suggests that to improve practice, the practitioner will rely to some extent upon the application of important research in the field. The idea of ethical practice depends upon a professional not only using the data in revising personal theories of practice, but also in advocating the acceptance and use of the data to advance the field, to improve the status of clients, and to urge the development of policies built upon the data.

"Not to Know is Not to Teach" [1]

In spite of the convincing evidence presented by Berliner and Biddle (1996) there are those who believe that American education needs lots of repair work. Indeed, some people argue that it needs a total reinventing, even though the current system continues to produce pretty good results. AASA devoted an entire issue of The School Administrator to presenting the good side of schools. (AASA, 1996). It is safe to say that all systems can use continuous repair if they intend to be continuously better, and American education is not exempt from this condition. Some comparisons and ideas in this working paper use examples from Education and from other Institutions, especially Business/Economics.

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[1] C. M. Achilles, Professor, Education Leadership, Eastern Michigan University (EMU), Ypsilanti, MI 48107 (313-487-0255). A longer working paper by the same title was presented at NCPEA in Corpus Christi, 8/96.

There are several ways to look at the possibility of improving the current system. One way (Option A) is to advance education by considering ideas and innovations that have been developed in other institutions, such as in business or industry. This is to continue to march to other people's ideas and address what Getzels (1979) called "the presented problem." (See Appendix B). Some of these ideas have already made their way into the education literature, and are known to many professors of Education Administration (EDAD).

A second way to improve the education system (Option B) is to incorporate into its operation those things that research has shown are likely to improve the outcomes of the education process and the system. Most of these "things" come directly from the field of education (or related social science fields, such as psychology), and have a substantial research base.

A third option (called Option C) does exist: it is possible to incorporate both options A and B above. In Option C, educators might try to improve the structure of education by using borrowed innovations and also work on improving the internal mechanisms and technical core of education by incorporating research results from education and education-related disciplines.

For purposes of this paper, I am mostly interested in Option C, identifying both externally and internally feasible ideas for improvement of education. The use of these two alternatives I call "utility."

The Role of the EDAD Professor

In this discussion, I presume that the three-part task of education described by the professor's role continues to be, generally, teaching, research, and service. My concern is that many professors teach mainly in the area of Option A mentioned above; they profess the introduction of things

into education that have been developed from external institutions or that have been urged on education by non-educators. This is strange, indeed. The ideas being used are external to education. In fact, the EDAD professors are seen as of little influence (or value) in education improvement, by those outside of education (e.g., see Ogawa, 1994). For example, professors continue to profess things like Total Quality Education (TQE), Site-Based Management (SBM),[2] restructuring generally, and ever-increasing expenditures on technology (etc.). These may help the infrastructure of education, but we have precious little evidence that these things (and many others brought in from external institutions) have any appreciable impact on the technical core of education. Where are data that these things improve education outcomes, and most specifically improve student outcomes in areas such as achievement or behavior, both of which major concerns for educators?

Few EDAD professors make a serious effort to deal with research emphases on things that are of education and seem to work for education (Option B). Unless EDAD persons will profess these Option B things to Education Administrators, it is probable that the Administrators will not know much about them and surely won't do much about them. Thus, the technical core of education remains stagnant. In Option B we find such things as:

- retention in grade,
- class size in early primary grades,
- multi-aged grouping in classrooms,
- use of time such as, different scheduling and then different teaching methodologies to accompany scheduling changes,
- corporal punishment,
- grouping and tracking,
- etc.

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[2] The efficacy of SBM to raise student "outcomes" such as test scores continues to be questionable. See, e.g., Smylie, M. A., Lazarus, V. & Brownlee-Conyers, J. (1996, Fall). Instructional outcomes of school-based participative decision making. Educational Evaluation and Policy Analysis, 18 (3), 181-198.

Sadly, in the Option A role, the EDAD professors are little respected and are seen by others (e.g., government, business leaders, entrepreneurs) as little but "disseminators" whose function is to advertise and legitimate. (Isn't this a bit disgusting?) Listen to Ogawa's (1994) conclusion that follows a sharply worded discussion of the issues (pp 529-531).:

> *Role of academic actors.* We raise a third issue because it hits so close to home. It concerns the role that academic actors played in institutionalizing school-based management. Academic actors, as reported earlier, were not the chief institutional entrepreneurs. . . . As one interview respondent observed, the words of professors carry weight because they are backed by academic credentials.
>
> The relationship of educational scholarship to educational policy and practice has often been a point of concern and not a little contention between academics on the one side, and policymakers and practitioners on the other. Both sides, however, seem to agree that scholarship should have a substantive relationship to policy and practice. In the present instance, scholarship did not drive policy and practice, as some academics believe it should. Nor was it irrelevant, as many policymakers and practitioners believe it to be. Instead, it served the largely symbolic function of legitimating what institutional entrepreneurs had shaped, which may strike at the legitimacy of educational research. (546-547).

Why don't professors emphasize option B things with the same interest that they work on "glitzy" Option A ideas brought in from external sources to education? Why don't professors encourage their students to use the things that research has shown will improve student outcomes? Might Option B ideas even provide a substantial base for restructuring since they get at the heart of the purpose of Education and would have as their outcomes an improvement in student learning? (See Appendix C).

Both business and education are fields of practice that rely on ideas from disciplines as the basis for their practice. Since the goals of each field differ, why would educators borrow (be urged to use) procedures or ideas that work in business but that are not developed for education? What assures educators that the ideas from the same disciplines would be applied in the same way with the same results when the anticipated goals and outcomes of the fields of practice are different? (E.g., See Murnane and Levy, 1996).

Several questions are important here. Should professors be professing the results of Option B (research conducted in education and pertinent to education)? Should they be giving equal weight to Option B outcomes and to reviewing and popularizing Option A (ideas brought to education from the outside)? If the answer to this is "yes, then Option C mentioned above seems to pertain.

Perhaps if EDAD professors work in Option C, then dealing with Option B ideas is the role of service in the EDAD professoriate. A major service that professors could provide would be to continue to make available to current Education Administrators pertinent information on research that has been shown to improve student outcomes, and to differentiate between activities to improve the technical core of education and ideas to strengthen the infrastructure and delivery of education.

If professors do not deal with Option B, is it because they believe that this is not part of the knowledge base (KB) for EDAD professors? Is it because they do not see these research results as necessary to teach to prospective Education Administrators? Is it because they, themselves, do not know this research? Are they happy, as Ogawa's study seems to say, in being disseminators and handmaidens who come into the fray late (if at all) and write to legitimate the work of others?

If they know this Option B research, should they at least take a stand on it, as part of the category of professorial work known as "Service"? If they consider this function a serious part of the service role, they would recognize the research, have the technical skill to use this research, and urge the ethical practice of doing what research shows will work. This advocacy role would help fulfill the now-nebulous concept of "service" that often consists of one-shot sessions or meetings that do little to improve educational practice.

I believe that the absence of the KB of practices that have been shown to work in education (positive research results) from the actual operation of schooling is prima facie evidence that education administrators do not know the research: Surely, if they did know it they would use it. Since they receive their training in classrooms where EDAD professors profess, and if the administrators do not know the research, it seems, then, logically that professors of EDAD do not profess this body of knowledge. If professors of EDAD think that this body of knowledge is not appropriate, then they will not profess it. If they do not know it, then they won't profess it. So, what will they profess? (This brings us back to Option A above, I guess).

Without a KB, there is no profession, no expertise, and nothing much of value to profess. At issue may be more what is the KB that is professed and why what is or isn't professed than that there is no KB. That general topic area seems like a useful place to begin a discussion of education reforms.

The question of what constitutes the EDAD KB has been addressed by the University Council for Educational Administration (UCEA) in the UCEA KB Project. The project personnel developed seven Domains:

I. Social and Cultural Influences in Schooling
II. Teaching and Learning Processes
III. Organizational Studies

IV. Leadership and Management Process

V. Policy and Political Studies

VI. Legal and Ethical Dimensions of Schooling

VII. Economic and Financial Dimensions of Schooling

Yet, according to Scheurich and Laible (1995), there is little of the realities of educational problems, issues, and concerns in these Domains -- nothing related to race, gender, social class, public perception of education, measurement of outcomes, etc., the continuing failure points of education, according to its major critics. Rather than paraphrase the key points, I'll rely on two direct quotes from Scheurich and Laible (1995). Use of these quotes implies my general agreement that EDAD professors continue down the Option A path, never really addressing the technical core and the purposes of schooling.

> . . . Nicolaides and Gaynor (1989) confirmed something close to what we have contended are the "central challenges" for schools and, thus, for administrators. They also ratify that the present knowledge base domain structure "is limited to topics and themes shaped by traditional perspectives"(p. I) and that these perspectives are inconsistent with the nature of our challenges. It could, nonetheless, be argued that the knowledge base domains, as they are represented in the most recent version of *Primis*, adequately incorporate the new perspectives required to inaugurate the programmatic reforms suggested by Nicolaides and Gaynor, by Lomotey and the Domain I committee, by Reyes in his address, and by us here. (p. 318).
>
> The direct implications of the conclusions of the Domain I committee, of Reyes' presidential address, of the research that shows the powerful negative effects of race, gender, and class will not be addressed by adding several more articles to the present domain structure, representative as it is of the traditional course structure of preparation programs. In short, the knowledge base project, as presently constituted and structured, moves attention back to the old, inadequate way of doing business and away from the kind of changes and leadership necessary to prepare administrators who are ready and

committed to developing—collaboratively with teachers, students and parents—the kinds of schools that are equally successful for all children. (p. 318).

It is not minor change that we need for our purposes; it is not the traditional course structure and focus that we need. It is a major transformation, a major realignment of our entire way of preparing educational administrators.[4] What we need is a knowledge base , a domain structure, a course structure, focused on leadership committed to all children (no exceptions allowed—by race, gender, class, or any other exclusionary category). (p. 319).

Hallinger and Heck's (1996) recent review of the principal's role in school effectiveness suggests that principals are not doing much to improve student outcomes. "It is interesting to note that the findings of these studies reveal either no effects or, at best, weak effects" (p. 20) and "with three exceptionS . . . these studies found either relatively weak effects or no effects of principal leadership on school achievement" (pp. 21-22). Hallinger and Heck also cited work by Ogawa and Hart (1985) showing that the "principal variable accounted for between 2 and 8 percent ofd the variance in test scores." (p. 39 Emphasis Added). The weak results provided by Hallinger and Heck, Smylie et al. and other studies give me little faith that what professors profess to administrators makes much difference in schooling outcomes.

What is the professor's "service" role in this? The professor's research role? What is the role of a competent professional's personal theory of practice in this? Where does the educational administrator develop a personal theory of practice?

A primer in much of this might be Pogrow's (1996) sharp article. His response to a critic in the 10/96 "Backtalk" of the Kappan said it well: "Instead of criticizing me with words, why not prove the point? Why doesn't Wilson work with a group of students in each of 20 schools and see if he can

consistently produce substantial learning gains . . . If he can do that, I will apologize" (p. 180).

An Outline for a Beginning Conversation

A. A brief structure of the basic issue (class size) in early grades, with special attention to the database, methods, etc. (See Appendix D).
B. Heuristics/Personal Theory of Practice
C. Ethics/Professionalism
D. How can/should we connect the practice of EA to the results of student-centered education improvement? (Thanks to a reviewer.)
E. Benefits, Issues, Costs (Pay now or pay later), Think "OUT of the Box." (Space, not classes. Time.)
F. Questions.

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APPENDIX A

THE PRACTITIONER AS "PROFESSIONAL EDUCATOR" *

To be thought of as "professional educators" instead of the stereotyped "schoolteachers," school leaders must enjoy (or endure) a transition from doing what we've always been taught to a level of acquiring a current and informed knowledge base of the mysteries of teaching and learning. Using data-driven analyses, school-based research methods, and sound combinations of experience, intuition, communication, and decision making enables educators to think and act as professionals. With assurance that they are *curriculum drivers* -- not passengers along for the ride -- professional educators make a difference in the quality of educational experiences for each student and for school communities collectively. At least, with equal assurance, they probably aren't harming their clients by basing decisions on nothing more than, "We've always done it this way."

Issues that affect the "professionalism" of educators often threaten the quality of the entire educational process. School leaders must battle negative student and family demographics, funding problems, values conflicts, retention, class size, instructional methods, debates, and literally dozens of other current (and eternal) wolves at the schoolhouse door. Our armor must be knowledge, for knowledge is power. The question is simple: HOW do we become "professional educators"? How do we acquire the knowledge base needed to tackle major issues?

Loosely summarized, school leaders must change their behavior through their own learning, their own communication, and their own action plans. In turn, they then perpetuate professionalism. In your study of "Issues," consider how you attack educational issues through your learning, communications, and actions. What can you substantiate or add to our profession's knowledge base? What are some of the foundations of our knowledge base? Please consider. . .

1. ***Professional behaviors convert valued theories into action.***
2. ***"Action" is a prescribed set of behaviors derived from knowledge.***
3. ***Knowledge is gained from learning, derived from purposeful communication.***
4. ***Purposeful communication questions theories, promotes change in thinking and behaviors.***
5. ***Changed behaviors move theories into action.***

ARE WE "PROFESSIONAL EDUCATORS" IF WE DON'T CHANGE BEHAVIORS?

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APPENDIX B

1. Presented Problem Situation. The problem is given to the problem-solver. It has a known formulation, known method of solution, and known answer. (This situation prevails in schools. Given that the side of a square is four feet, what is the area?) This condition is not really a problem in the sense of professional problem analysis, for essentially it only requires implementing someone else's solutions.

2. Discovered Problem Situation. A problem exists, and it is formulated by the potential problem solver, not by someone else. It may NOT have a known formulation, known method of solution, or a known solution. It meets the conditions discussed in this chapter in that it is amenable to refinement and offers a problem-finding challenge. Why do children, at about grade 3 or 4, begin to dislike school when almost all children are initially eager to attend school ? Does this American phenomenon exist in other cultures?

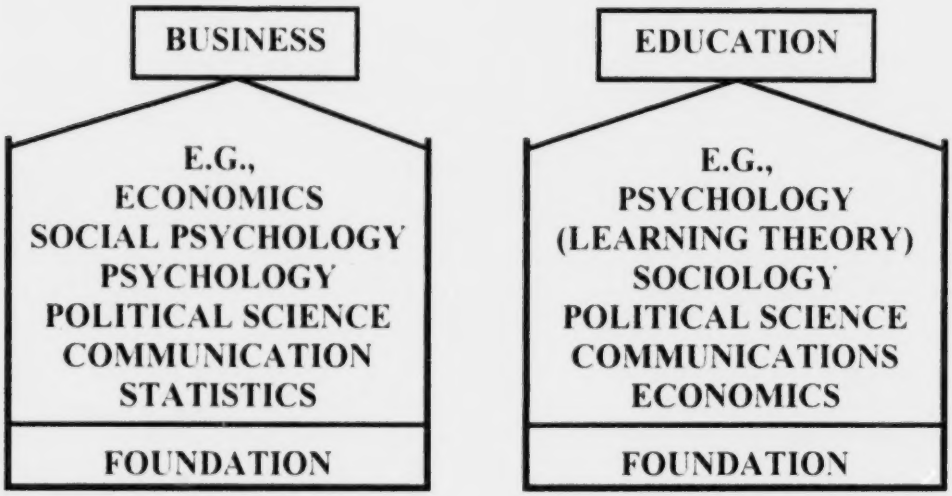
3. Created Problem Situation. No problem is evident until someone creates or invents it. An artist creates a painting. An advertising artist may be given a problem -- design and illustrate for an advertisement, but a fine artist starts with a blank canvas and proceeds to create a problem which the same artist then moves to solve. a teacher wants a new school initiative to promote student learning.

Excerpted from Getzels, (1979) problem categories showing differences in how the problem is formulated (and by whom), in the certainty of the method of solution, and in the complexity of the projected solution.

APPENDIX C

COMPARISON OF KEY ELEMENTS FOR TWO OF SOCIETY'S PRIMARY INSTITUTIONS

A. DISCIPLINES OR FOUNDATIONS FOR TWO SEPARATE INSTITUTIONS OF U.S. SOCIETY



B. GOALS FOR THE TWO SEPARATE INSTITUTIONS:

BUSINESS	EDUCATION
• PROFIT	• EDUCATED CITIZENRY
• COMPETITION	• LITERACY/VALUES
	• COOPERATION

C. • BUSINESS DEALS IN DOLLARS
• EDUCATION DEALS IN SENSE

Appendix D

If We're Reinventing, Let's Build on a Firm Foundation: An Abstract for A Conversation at UCEA, 10/96

Introduction

Reinventing suggests starting at the beginning or on the bottom, with a strong foundation, and building upon clear evidence of ways to improve that which is being "reinvented." Thus, an education leader will look to education's early years and attend to the many positive evaluation results of Head Start and of work in the early primary grades. The "reinventor" may also need to revisit some basics of the field, such as student and teacher interactions, and the number of students a teacher faces in classes (not the pupil-teacher ratio, or PTR, that often is the number of pupils divided by the number of educators -- administrators, librarians, counselors, special faculty -- in the building).

In The Future of Children (Summer/Fall 1995-1996) professor Mosteller of Harvard (emeritus; mathematical statistics) observed that if we are to reinvent education we need substantial data and that key people should have these data for data-driven decisions. He spoke of one longitudinal education experiment that could provide a baseline.

> Because a controlled education experiment (as distinct from a sample survey) of this quality, magnitude, and duration is a rarity, it is important that both educators and policy makers have access to its statistical information and understand its implications (p.126).

Mosteller's points are important if we believe that education should help a student improve in terms of achievement and development, and that education administrators should foster that improvement. In attempting to "restructure" or "reinvent" education, educators need to use these (and other) important research results as a base. Mitchell and Beach (1993) asked, "If restructuring is the answer, what is the problem?" (p.266). Using as criteria for "reinventing" education such things as gain in student achievement and development, are there serious studies to show the benefits of current efforts or fads or bandwagons like total quality, site-based management, etc.? Professors need to downplay fads and instead to know and to profess to preservice and inservice administrators those things (interventions, changes) that have demonstrated efficacy in student gains. If they do this, surely they will be able to show "school effects" or principal effects (See Hallinger and Heck, 1996). Here's one idea.

Vignette/Example

> This article briefly summarizes (STAR), a controlled experiment which is one of the most important educational investigations ever carried out and illustrates the kind and magnitude of research needed in...education to strengthen schools (Mosteller, p.113, emphasis added).

The study that was the focus of Mosteller's comments began in 1984 and its longitudinal database of over 11,000 pupils -- more if you include related studies -- makes STAR (Student Teacher Achievement Ratio) education's equivalent of medicine's Framingham Heart Study. Based on STAR's results, leaders in many states have enacted class-size legislation or are discussing class-size initiatives of some sort (AZ, CA, FL, GA, IL, IN, KY, MN, NV, NH, NM, TN, TX, UT, VA, WV, WI). Are education leaders familiar with the knowledge base driving these discussions? Are they taking part in the discussions or will this be another "Education Summit" with no

educators? (Reference to the politico-industrial meeting in 1996 at IBM headquarters masquerading as an education summit).

STAR's in-school design and true experimental design (random assignment of pupils and teachers to classes) have provided important information about class-size effects on pupil achievement. STAR began as an experiment (1984-1990), continued as the Lasting Benefits Study (LBS) in 1989-1996, and as a policy application of experimental results in Project Challenge (1989-1996).Each school that housed a small (S) class of about 13-17 pupils also housed the control conditions of a regular (R) class of about 23-26 pupils and a regular with full-time aide (RA) class, thus controlling for building and district differences. These results and results from other studies (such as evaluations of Prime Time in IN and class-size reductions in NV) have provided answers that beg new questions about the entire process of education in America today.

Samples of Outcomes That Could Provide a Basis for Reinventing

Many important questions can be at least partially answered by use of STAR and related data. What STAR data show and some applications of those data are serious contenders for building a solid foundation for "reinventing" education. Many added questions remain to be asked and answered by careful use of the substantial data base. STAR pupils are in grade 11 (Fall, 1996) and much data through grade 9 have now been analyzed. Considerable data remain unanalyzed and new data will be added through grade 12. STAR results show (among other things):

Students in (S) outperform students in (R) and in (RA) on all measures of achievement and behavior and at all sites.

Minority students get greater benefits from (S) than do other students, but all students benefit considerably from (S) as compared to (R) and (RA).

The (S) treatment should start as early as a student enters school, and it's benefits continue at least six years after the student exits the K-3 experience or the treatment (data beyond grade 9 are not yet analyzed).

The (S) treatment positively influences; a) retention in grade (generally a poor practice, anyway), b) gap in achievement scores of minority and non-minority pupils, c) student participation and engagement in school, d) teacher time on-task and pupil interactions, e) the sense of family or community, f) pupil behavior (discipline), g) early identification of pupil special needs, h) the known deleterious effects of large schools, (e.g., Fowler & Walberg, 1991) on achievement, and i) supports heterogeneous K-3 classes, or cohorts K-3.

Sample Discussion Questions

1) How can this information lead to education redesign (e.g., uses of the usual technology, removal of the usual project or "Band-Aid" approach to problems, etc.)?

2) What important new questions should be asked/answered using this data base?

3) Should Education Administration (EA) preparation make room for some of the ideas implied in this vignette? (New ideas for EA research; courses on knowing and using research as a basis for policy and decisions).

4) Why doesn't basic research information such as this get into EA preparation? How can it?

5) How should EA professors find and use important research (and how should they deal with competing ideas and ideologies in the selection of research results)?

6) How can Education Administrators help to get better dissemination and use of substantive school improvement results, such as those presented here?

7) etc.?

Selected References

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